

# Quality Review Report 2010-2011

**Osmond A. Church School**  
**Elementary-Middle School Q124**  
**129-15 150 Avenue**  
**Queens**  
**NY 11420**

**Principal: Valarie Lewis**

**Dates of review: April 12 - 15, 2011**  
**Lead Reviewer: Michele Lloyd-Bey**

## Part 1: The school context

### Information about the school

Osmond A. Church is an elementary-middle school with 1212 students from kindergarten through grade 8. The school population comprises 28% Black, 23% Hispanic, 2% White, and 42% Asian students. The student body includes 2% English language learners and 7% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 94.8%.

### Overall Evaluation

**This school is well developed.**

## Part 2: Overview

### What the school does well

- A challenging instructional program is well supported by a standards-based curriculum that fosters rigorous learning experiences to promote high levels of achievement for students.
  - Exemplary curriculum maps sufficiently align with the Common Core State Standards in literacy and math. Meticulous and frequent evaluation of curriculum maps ensures that teachers have a rigorous guide of expectations of academic rigor that positively impact on career and college readiness. Middle school students participate in the NASA Science, Engineering, Mathematics and Aerospace Academy at York College and deepen their understanding of science concepts and skills. The grade 8 integrated algebra teacher designs rigorous math tasks that push students' thinking. Students self select Regents based math word problems from the SMART board and justify their work in small groups with their peers. As a result, all students in grade 8 passed the Integrated Algebra test with 80% and above and the school is ahead in math as compared to the City's Horizon data as reflected on their recent Progress Report.
- Students benefit from multiple entry points to learning that is sufficiently individualized to match their needs so that all learners achieve academic improvement.
  - It is believed that students learn best through collaboration with peers and teachers. Grade 5 students peer edit writing pieces by taking notes and challenging each other to offer specific evidence for their analysis of the strengths and weaknesses based on common rubrics. From this teachers use the evaluation of student performance in class to plan differentiated mini-lessons that address the individual needs of all students through flexible grouping and tiered tasks. For example, grade 3 students use the SMART board to identify their sensory group to create haiku and cinquain poems that reflect their individual skill needs in vocabulary development. In all grades and classes, multiple intelligence surveys help students identify their learning style, and based on self selected tasks, and instructional resources, the individualized needs of all learners are met.
- The principal makes strategic, data driven organizational and instructional decisions that fully support the school's goals and result in positive student outcomes.
  - The instructional goals and long range plans of the school, which is to improve students' writing and math performance through critical thinking, was derived from the analysis of summative and school generated data. Teacher schedules are flexible and reduce the student to teacher ratio through a co-teaching push-in and pull-out models. The SMART board initiative enables the school to effectively use clickers as a resource to obtain immediate feedback of data based on student assessments. Laptops, graphic organizers, and multiple texts support differentiated instruction and ensure that all students' learning needs are sufficiently addressed. Consequently, teacher and student time meticulously respond

to the learning needs of all students and teachers are sufficiently able to address the problem of practice used to improve student learning outcomes, specifically in literacy.

- The school thoughtfully collects and uses a wide range of data to create a holistic portrait of the performance of individual and groups of students so that they can make effective curricular and organizational decisions.
  - The leadership purposefully utilizes team, cabinet, and summer retreat planning meetings to analyze trends in summative, Acuity, ITA, and unit assessments. Detailed data-sheets underscore which students, including subgroups, fall in the school's lowest third for English language arts, math or both categories, so that intensive academic intervention, such as Saturday Academies, and enrichment instruction can be provided. Mobility data revealed the need for intensive support for newly arrived middle school students attending the nearby shelter who were often six grades behind in school. Consequently, in-depth data analysis and the instructional rounds show improved vocabulary and appropriate grammar in writing. Teachers were able to develop a sequential plan of shared practice which was then turn-keyed to the students. Review of student writing indicates that students across grade 4 commenced at a baseline of 54% and after five months attained 89.2% utilizing appropriate content specific vocabulary and grammar.
- Teachers create and use a multitude of relevant classroom assessments that guides them in understanding very precise needs of students, resulting in improved performance and heightened achievement.
  - A consultant and support teachers create targeted assessments that mirror document-based questions and result in improved formative test scores in science and social studies for all learners, including subgroups. Teachers use the analysis of constructed responses as a teaching tool and make adjustments, such as continually adding rigorous questions to assessments, to determine how well students perfect their critical thinking and application skills. Based on data analysis, grammar is an area of consistent focus and the school designs their own assessments that are skillfully developed in reading, writing, and grammar usage, and teachers know the precise learning needs of their students.
- School leaders use a variety of purposeful evaluation tools that methodically monitor the effectiveness of staff and support pedagogical growth that enhance student learning experiences.
  - Charlotte Danielson's, Standards of Teaching, and Richard Elmore's, Instructional Rounds, leads to differentiated support for teachers such as one-to-one coaching, collaborative learning walks, formal, informal observations, and inter-visitations. The use of student work products, such as authentic writing, thematic projects and student data helps determine success. The revised observation tool incorporates teacher feedback, resulting in all teachers, including teachers new to the school, sufficiently able to provide differentiated instruction for their students. A grade 8 student comments that his most recent essay contains a lot of details and clear ideas, and the use of rubrics and conferences with his teacher confirms improvement in his writing.

- Professional learning is embedded in the culture of the school and a wide range of professional development opportunities result in innovative practices that focus on achieving the goals.
  - Teachers devotedly participate in frequent on and off site purposeful professional development. They turn-key new learning in areas such as Common Core State Standards, literacy, technology, science exploration and tiered learning through differentiation. Inter-visitations, study groups, and summer retreats, help teachers become reflective practitioners through frequent and focused peer conversations. As a result, teachers analyze student work with expert precision. A grade 6 teacher shares that she has refined the way she uses rubrics by writing in the margins “what I need to do” and is able to sufficiently plan and improve the writing of her students.

### **What the school needs to improve**

- Extend on-going feedback to parents about student goals and assessment information in order to track progress and make continuous adjustments.
  - After completing benchmark assessments for all students, including subgroups, performance towards the movement of the goals is tracked by teacher teams and shared with students and their families through the distribution of progress reports. However, progress reports do not always reflect the skill based needs for students in all grades and classes, resulting in diminished feedback to families about the progress of the children to enable them to make modifications as needed.
- Broaden the range of external partnerships in order to successfully promote students’ personal development and academic growth.
  - Professional development includes topics such as anti-bullying, and peer mediation. Strong collaborations with various effective partnerships, such as the Brooklyn Museum, Partnership for Children, and the South Asian Youth Group, address the social-emotional and academic needs of students. However, the limited number of partnerships cannot fully support the total number of students who might benefit from the external support. As a result, the number of students able to further improve their academic, social emotional and real world learning opportunities during the school day or after school is limited.
- Develop stronger systems to evaluate the effectiveness of teacher teams based on the analysis of data so that adjustments improve student outcomes.
  - Faculty conferences are used as a platform for teams to highlight the effectiveness of their team work by sharing successful strategies, such as customized rubrics and support capacity building around teacher teams. However, the school has not yet developed a system whereby all teams include the analysis of data when sharing their work with colleagues, resulting in diminished information regarding best practices that improve student outcomes.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Osmond A. Church</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>				<b>X</b>
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				<b>X</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				<b>X</b>
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				<b>X</b>
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				<b>X</b>
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				<b>X</b>
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				<b>X</b>
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				<b>X</b>

**Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.**

<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				<b>X</b>
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				<b>X</b>
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				<b>X</b>

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				<b>X</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				<b>X</b>
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				<b>X</b>
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			<b>X</b>	

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				<b>X</b>
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				<b>X</b>
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				<b>X</b>
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>	

<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>